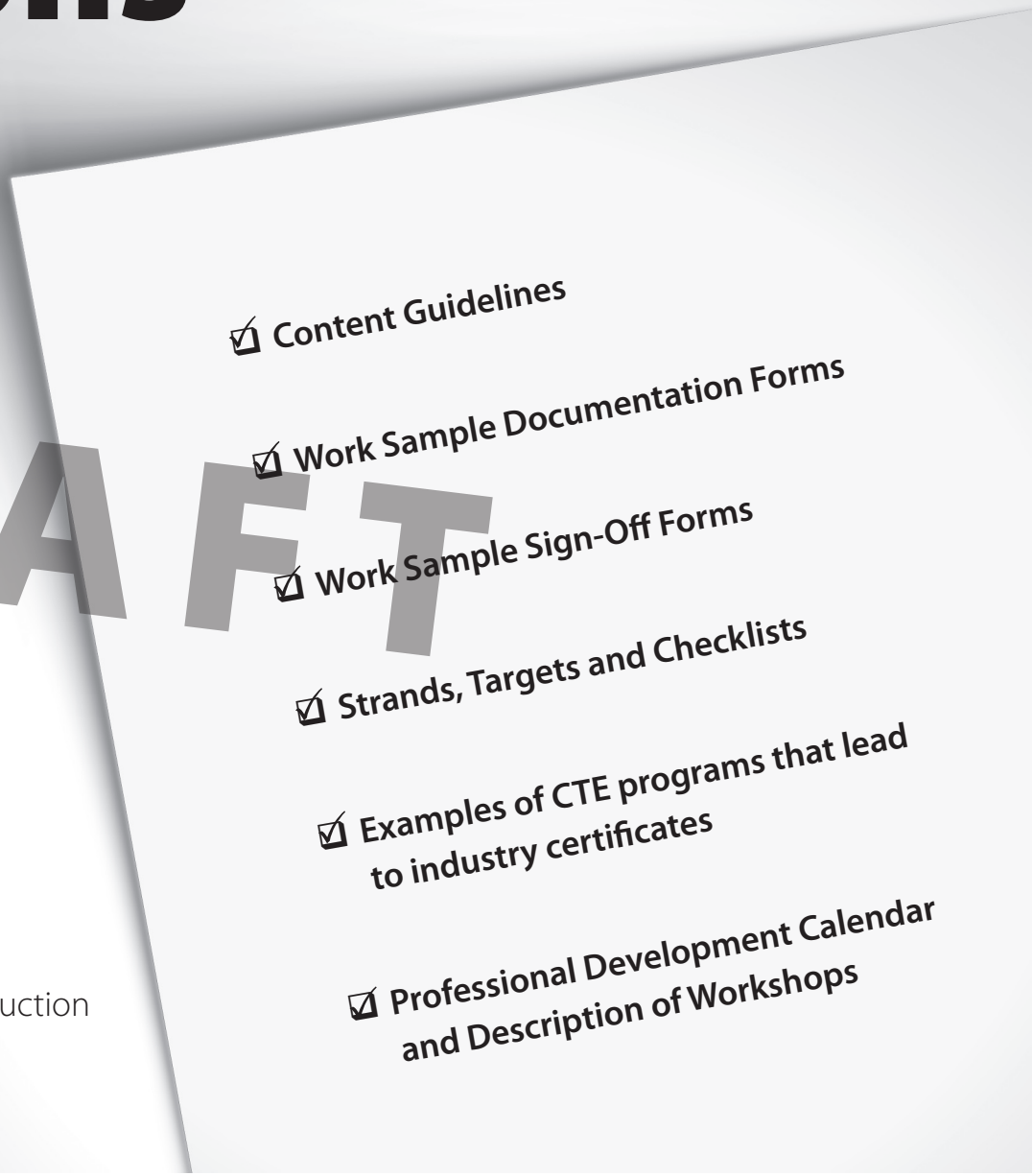
CAA Options

Collection of Evidence



Office of Superintendent of Public Instruction
Revised October 2006

August 31, 2006

Dear Educators,

I am pleased to share the content guidelines and administrative protocols for the Collection of Evidence (COE), which is one of the ways students can earn a Certificate of Academic Achievement (CAA). The CAA Options, including the COE, will be available to students who have taken one or more of the WASL sections twice and were unsuccessful in passing one or more areas. To use the CAA options, students must also meet attendance and/or remediation requirements in their Student Learning Plan. The COE is available to eligible students beginning in the 2006-2007 academic year. The COE has been designed to ensure that the collections are comparable to the WASL in rigor, and that they measure skills equivalent to those assessed on the WASL.

The COE is designed for students who have the skills and knowledge to earn a CAA, but who have not been able to demonstrate them on the WASL. The content guidelines and administrative protocols have been developed to guide the process of building a COE. However, a number of decisions required by law remain to be made by the State Board of Education or my office. The material in this document is under review by the State Board. The scoring criteria and process will also be reviewed and a decision regarding their implementation will be made by December 1, 2006.

These guidelines and protocols, as well as examples of CTE programs that lead to industry certificates, are the first steps in helping parents, teachers and students understand and prepare for the COE. In these documents you can expect specific guidance regarding the type and number of work samples that will be required, as well the administrative directions necessary to turn in a sufficient collection.

Everyone at OSPI is committed to making this system work for all students who may avail themselves of the COE. If you need assistance or have comments about how the COE is being implemented, please do not hesitate to contact my staff at **caaoptions@ospi.wednet.edu**. You will always find the most complete and current information online at http://www.k12.wa.us/.

I look forward to working in partnership with you to implement the COE option successfully.

Sincerely yours,

Dr. Terry Bergeson
Superintendent of Public Instruction

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Introduction

In March 2006, the Washington State Legislature passed HB 6475, which authorized the Office of Superintendent of Public Instruction (OSPI) to implement three additional options for earning a Certificate of Academic Achievement. The three options are: a WASL/GPA Comparison, a PSAT/SAT/ACT Mathematics Equivalency, and a Collection of Evidence. The Collection of Evidence (COE) is the focus of this publication.

The COE option is an evaluation of a set of work samples based on classroom work prepared by the student. The evaluation determines if a student is performing at the level required for graduation with a Certificate of Academic Achievement. Collections are scored at the state level by a panel of educators selected and trained by OSPI to ensure validity and reliability. The COE will be scored for the comparability of content and the rigor of skill as aligned with the WASL.

All students who have taken the WASL twice, but have not met standard in one or more of the areas, are eligible to work on the COE. In order to access the CAA options, students must also meet any attendance and/or remediation requirements in their Student Learning Plan.

Career and Technical Education COE

The Legislature made provisions for Career and Technical Education (CTE) students, as well as traditionally academic students, to work on COEs. CTE students may use class work from their specific area of interest to build COEs in addition to work samples they may collect in academic classes. Later in this document, more in-depth information will be provided about CTE students and the COE option, including an explanation of the industry certificate requirements. CTE students may use course material from a class designed to earn a state or national industry certificate. All students can use core classes such as Algebra, Geometry, Integrated Mathematics, or Science for the Math COE; or they may use Language Arts, English, Social Studies, Science or Debate for a writing or reading COE.

Access to the COE

For the class of 2008, the first group of students who may access the COE are those who took the summer administration of the WASL and did not pass one or more of the content areas. This is the first set of students who have taken the WASL twice. Scores will be available in October 2006, and students, parents, and teachers can begin compiling a COE at that time. The registration period is November 27, 2006-February 5, 2007.

Building and teacher leaders will need to work with their district assessment coordinators during the registration process. Upon receipt of the registration materials, OSPI will send to each district a complete notebook of forms and materials for each student. Directions for implementation of the Content Guidelines and the Administrative Protocols will be provided in the notebook, as well as professional development sign-up materials, a handbook for educators about all of the CAA options, and a web address where they can see exemplar work samples for all of the content areas. The handbook for educators, exemplar work samples and sample tasks, will be available online and at the trainings.

COE notebooks will need to be submitted by the district on behalf of the student at the end of March. An initial sufficiency review will take place the first week of April. Scoring the collections will take place in the middle of April, and reporting of the scores will occur by June 10, 2007, at the same time as the WASL scores.

Definition of COE terminology

In this packet of materials, you will find Content Guidelines and Administrative Protocols forms (documentation and sign-off forms) for Mathematics, Reading and Writing. You also will find assistance documents, which are abbreviated forms of the WASL learning strands and targets for mathematics and reading, as well as the WASL expository and persuasive checklists for writing.

Sufficiency

To submit a "sufficient" collection, students must address the WASL learning strands and targets and/or appropriate examples of expository and persuasive writing. This coverage of the state standards ensures comparability of the content on the WASL. In the work samples, high school level rigor is expected in each content area. Students must submit signed paperwork that ensures that the work they are submitting is their own. Students and teachers sign off on each work sample, and the principal signs off on the entire collection.

Proficiency

If it meets the necessary requirements, the collection will be scored twice by the state scoring team, and a third time if scores are discrepant. Proficiency is achieved when the collection demonstrates the same or higher level of skill necessary to pass the WASL in that content area.

Content guidelines

The guidelines cover the number and the type of work samples submitted in the COE. A work sample is simply a classroom assignment that has some level of teacher supervision. In each content area, specific and numbers of work samples for submission are stated as well. A submitted COE that does not provide adequate work samples will be considered insufficient and will be returned to the district. The Work Sample Documentation Form is part of the Content Guidelines. The student and the teacher will work together to document the alignment between the work samples and the state content standards. In all three content areas, work samples must be written examples of work. Most important, the content guidelines help teachers and students choose those work samples that cover the greatest breadth and depth of the state standards. If the chosen work samples miss a large portion of the state standards, the COE will likewise be insufficient and will be returned to the district.

"On-demand" samples

One additional aspect to the content guidelines is that each content area asks for an "on-demand" work sample. On-demand means that students must produce the work sample completely on their own in a supervised classroom setting. They may not receive any assistance or any opportunity to revise their work other than during the time period allotted for the assessment. This on-demand work sample serves as an anchor in the collection for comparison with other examples of the student's work.

Administrative protocols

Protocols ensure the system that a COE is a valid method for evaluating student work and making judgments that determine awarding a CAA for meeting state standards. Each COE will have a student information form that states all applicable information necessary for each student. Second, there is a work sample cover sheet form for each work sample. Both the teacher and the student must sign each work sample. By completing this information, the building principal and the district assessment coordinator achieve a level of confidence in the authenticity of the student's work. All administrative protocol forms must be submitted in the notebook with complete signatures or the COE will be returned to the district as insufficient. If a teacher in another content area supervises one or more work samples, his or her signatures must be present on the work sample cover sheet form.

Strands, targets and checklists

Work samples are built on identified skills. In reading and mathematics, the strands and targets listed are the same skills assessed on the WASL; the checklists for expository and persuasive writing are the checklists provided for students during the WASL. These same materials can shape and direct instruction and assessment so that work samples show the highest quality alignment with state standards.

Professional Development

At the end of this publication, a list of OSPI-sponsored professional development opportunities are listed. All educators, especially teachers working with student collections, are encouraged to register for these events. Regional training will also take place. More announcements will be listed on the CAA Options Web site: www.k12.wa.us/assessment/CAAassess.aspx. You can email caaoptions@opsi.wednet.edu if you have questions.

Student Information Form

Student: _____ Building: _____ District: _____

SSID: __ __ __ __ __ __ __ __ __ __ __ __ Building address: _____ District address: _____

_____ _____

Teacher(s): Principal: District contact:

_____ _____ _____

Content area *(check one):* ☐ Mathematics ☐ Reading ☐ Writing

Content guidelines reviewed? ☐ Yes ☐ No **Sign-off forms completed?** ☐ Yes ☐ No

With this signature, I confirm that this student collection has been produced under the direction of staff in my building.

Signature of Principal: _____ *Date:* _____

Signature of authorizing educator/principal at program, skill center or school: _____

Mathematics

Guidelines for assembling a sufficient COE

A successfully submitted Mathematics Collection of Evidence must meet the sufficiency requirements described on this page. The student and his/her teachers should make sure that these requirements are met. Collections that do not meet the sufficiency requirements will be classified as "Insufficient" and will not be scored.

The Collection must include:

- At least eight and no more than 12 separate work samples that together demonstrate an understanding and application of the five mathematics content strands and the four process strands as described in the high school benchmarks of the Essential Academic Learning Requirements (EALRs), and as assessed on the high school Washington Assessment of Student Learning (WASL).
- The entire collection must contain work samples that demonstrate at least two (2) different targets from each content strand and each process strand (refer to pages 8-9).

Characteristics of the 8-12 work samples:

- Each work sample must combine at least one content target and one process target.
- At least two (2) work samples must be produced in an "on-demand" setting (see Introduction).
- All work samples must include the assignment and/or problem(s). Please include solutions when available.
- All work samples must represent moderate to high complexity. Moderately complex items involve more flexibility of thinking and choice among alternatives than do those in the low-complexity category. High-complex items require more abstract reasoning, planning, analysis, judgment, and creative thought.[1]
- All samples must include evidence of student work supporting the answer or conclusion.

1. From the 2005 National Assessment of Educational Progress – Mathematical Complexity guidelines.

Other required documents:

- The "Student Information Form" must be completed for the collection
  - Student and school identifying information
  - Checklist of sign-off forms
  - Principal sign off
- The "Work Sample Documentation Form" must be completed for the collection.
- A "Work Sample Sign-off Form" must be completed for each sample of work in the collection.
  - Student and work sample identifying information
  - Identification of which content and process strands are represented
  - Verification that the assignment is attached
  - Student signature verifying authenticity of work and that it represents what he/she knows and can do
  - Teacher signature supporting authenticity of work and that it represents what student knows and can do

The collection must not include:

- Group response to a work sample
- Work samples that are below grade in process or content
- Tests or assignments that feature only multiple choice questions; or problems that expect single or limited response problem-solving and/or communication
- Work samples with grades displayed on them
- Scoring guides/rubrics from district or classroom assessments
- Teacher comments that are specific instructions aimed at improving the outcome of the work sample
- Work that has not been produced by student

Mathematics

Work Sample Documentation Form

Student's name: _____

Building: _____

District: _____

Use the grid below to document your work samples in the Content and Process strands.

1. Enter the title of each work sample.
2. Indentify the specific content target(s) and process target(s) demonstrated by the work sample.
3. Enter at least one content target and one process target for each work sample.
4. There must be at least two entries in each column and each row.

Work Sample Title*	Content strands					Process strands				On Demand
	NS (Number sense)	**ME** (Measurement)	**GS** (Geometric sense)	**PS** (Probability and Statistics)	**AS** (Algebraic sense)	**SP** (Solves problems)	**RL** (Reasons logically)	**CU** (Communicates Understanding)	**MC** (Makes connections)	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
TOTAL										

*If a work sample addresses more than one target from a strand, additional targets may be written in box.

Mathematics

Work Sample Documentation Form

Student's name: _____

Building: _____

District: _____

Use the grid below to document your work samples in the Content and Process strands.

1. Enter the title of each work sample.
2. Indentify the specific content target(s) and process target(s) demonstrated by the work sample.
3. Enter at least one content target and one process target for each work sample.
4. There must be at least two entries in each column and each row.

Work Sample Title*	Content strands					Process strands				On Demand
	NS (Number sense)	**ME** (Measurement)	**GS** (Geometric sense)	**PS** (Probability and Statistics)	**AS** (Algebraic sense)	**SP** (Solves problems)	**RL** (Reasons logically)	**CU** (Communicates Understanding)	**MC** (Makes connections)	
1. How to ride a fast bike				**PS03**		**SR01**	**SR03**			
2. Moving Mt. Rainier		**ME03**	**GS01**					**CU02**	**MC01**	**x**
3. The cloud problem	**NS02**	**ME04**				**SR05**	**SR05**			
4. Long distance cell phone plan				**PS02**		**SR02**				
5. Amy's cola problem			**GS02**				**SR04**			**x**
6. The hat trick					**AS02**	**SR01**				
7. Pizza problem	**NS05**							**CU01**		
8. Football plays				**PS01**	**AS01**				**MC01**	
9.										
10.										
11.										
12.										
TOTAL	**2**	**2**	**2**	**3**	**2**	**4**	**3**	**2**	**2**	**2**

*If a work sample addresses more than one target from a strand, additional targets may be written in box.

Mathematics

WASL Strands and Targets for the COE

Content

Number Sense (NS)[1]

NS01[2] **(Number and Numeration)** Demonstrate understanding of the concepts and symbolic representations of rational numbers including whole number powers, square roots, and numbers written in scientific notation; demonstrate understanding of the relative values of rational numbers including whole number powers and square roots; demonstrate understanding of and use the distributive property and properties of addition and multiplication on rational numbers, including integers

NS02* **(Ratio and Proportion)** Demonstrate understanding of and apply the concepts of ratio, percent, and both direct and inverse proportion

NS03 **(Conceptual Understanding of Operations)** Demonstrate understanding of the meaning of addition, subtraction, multiplication, division, power and square root on rational numbers

NS04 **(Computation)** Complete multi-step computations with combinations of rational numbers using order of operations, including addition, subtraction, multiplication, division, power and square root

NS05 **(Estimation)** Identify when an approximation is appropriate; use estimation to determine the reasonableness of answers in situations involving multi-step computations with rational numbers using addition, subtraction, multiplication, division, power and square roots

Measurement (ME)

ME01 **(Attributes and Dimensions)** Demonstrate understanding of how a change in one linear dimension affects surface area and volume or how changes in two linear dimensions affect perimeter, area, and volume

ME02 **(Units and Systems)** Demonstrate understanding of rate, slope and other derived units of measurement; demonstrate understanding of how to convert within the U.S. or metric system to maintain an appropriate level of precision; explain why different situations require different levels of precision

ME03 **(Procedures)** Use formulas, including the Pythagorean Theorem, to determine measurements of triangles, prisms, cylinders, cones or pyramids

ME04 **(Estimated Measurements)** Identify situations in which estimated measurements are sufficient; use estimation to obtain reasonable measurements at an appropriate level of precision

1. WASL strands
2. Target

*** Required target**

Geometric Sense (GS)

GS01 **(Properties and Relationships)** Demonstrate understanding of the attributes of cylinders, cones, and pyramids and the relationships among 1-dimensional, 2-dimensional, and 3-dimensional shapes and figures; draw, describe, and/or sort, classify and label 1-dimensional, 2-dimensional, and 3-dimensional shapes and figures, including prisms, cylinders, cones, and pyramids; use the Pythagorean Theorem to determine if a triangle is a right triangle

GS02 **(Locations and Transformations)** Use geometric properties to describe or identify the location of points on coordinate grids; use multiple transformations – translations, reflections, and/or rotations – to create congruent figures in any or all of the four quadrants

Probability and Statistics (PS)

PS01 **(Probability)** Demonstrate understanding of the concepts of compound, dependent and independent events; determine and use probabilities of dependent and independent events

PS02 **(Data Collection and Central Tendencies)** Identify possible sources of bias in questions, data collection methods, samples, and/or measures of central tendency for a situation and describe how such bias can be controlled; identify clusters and outliers and determine how they may affect measures of central tendency

PS03 **(Data Representation and Interpretation)** Draw a line to describe the data represented by a scatter plot and/or determine whether a straight line is an appropriate way to describe the trend in the data; read and interpret data presented in diagrams, tables of ordered pairs and scatter plots and make predictions based on the given data; use statistics to support different points of view or evaluate a statistical argument based on data

Algebraic Sense (AS)

AS01 **(Patterns and Functions)** Recognize, extend, or create a pattern or sequence of pairs of numbers representing a linear function; recognize, extend or create linear or nonlinear patterns and sequences using tables and graphs; identify or write a rule to describe a pattern, sequence, and/or linear function

AS02 **(Symbols and Notations)** Express relationships between quantities using equality or inequality symbols; use variables to write expressions, linear equations, and inequalities that represent situations involving rational numbers, whole number powers, and square roots

AS03 **(Evaluating and Solving)** Simplify expressions involving whole number exponents; solve multi-step equations, systems of equations, and one-step inequalities

Process

Solves Problems (SP)

SR01 **(Define Problems)** Identify questions to be answered in complex situations; determine what information is missing or extraneous; identify what is known and unknown in complex situations

SR02 **(Construct Solutions)** Select and use relevant information; select and use appropriate concepts and procedures from number sense, measurement, geometric sense, probability and statistics and/or algebraic sense; apply a variety of strategies and approaches; determine whether a solution is viable, mathematically correct, and answers the question(s) asked

Reasons Logically (RL)

SR03 **(Analyze Information)** Analyze, compare and integrate mathematical information from multiple sources

SR04 **(Conclude)** Draw conclusions and support them using inductive or deductive reasoning; evaluate procedures and conclusions and make needed revisions

Solves Problems and Reasons Logically (SP/RL)

SR05 **(Construct Solutions and Verify Results)** Select and use relevant information, a variety of strategies and appropriate concepts and procedures to construct a solution; justify results using inductive or deductive reasoning; check for reasonableness of results; validate thinking and mathematical ideas using models, known facts, patterns, relationships, counterexamples and/or proportional reasoning

Communicates Understanding (CU)

CU01 **(Gather Information)** Develop or select an efficient system for collecting mathematical information for a given purpose; extract mathematical information for a given purpose from multiple sources

CU02* **(Organize, Represent and Share Information)** Organize, clarify, and refine mathematical information relevant to a given purpose; represent mathematical information in graphs or other appropriate forms that include title, labels, appropriate and consistent scales and accurate data displays; use everyday and mathematical language and/or notation to explain or describe complex mathematical ideas and information in ways appropriate for audience and purpose relevant to tenth grade students

Makes Connections (MC)

MC01 **(Connections within Mathematics)** Apply concepts and procedures from two or more mathematics content strands in a given problem or situation; relate and use different mathematical models and representations of the same situation

Mathematics

Work Sample Sign-Off Form

Student: _____ Building: _____ District: _____

Work Sample #: _____ Work Sample Title: _____

Indicate which content and process strand(s) are produced in this work sample:

Content strands *(Check at least one)*

- ☐ Number Sense
- ☐ Measurement
- ☐ Geometric Sense
- ☐ Probability and Statistics
- ☐ Algebraic Sense

Process strands *(Check at least one)*

- ☐ Solves Problems
- ☐ Reasons Logically
- ☐ Communicates Understanding
- ☐ Makes Connections

Is the assignment attached? ☐ Yes *(required)*

This is my work. It represents what I know and what I can do.

Signature of Student: _____

Date: _____

To the best of my knowledge, this is the student's work, and it represents what he/she knows and can do.

Name of Teacher: _____

Signature of Teacher: _____

Date: _____

Reading

Guidelines for assembling a sufficient COE

A successfully submitted Reading Collection of Evidence must meet the sufficiency requirements described on this page. The student and his/her teachers should make sure that these requirements are met. Collections that do not meet the sufficiency requirements will be classified as "Insufficient" and will not be scored.

The Collection must include:

At least eight and no more than 12 separate work samples that together demonstrate an understanding of the reading process and the application of reading skills as described in the high school benchmarks of the EALRs, and as assessed on the high school WASL.

Characteristics of the 8-12 work samples:

- All work samples must include the student's description of the assigned text.
- Work samples must use text-based evidence support.
- The collection must contain at least four (4) work samples, each of which can each be scored for **more than one of the three literary strands**:
  - Literary Comprehension
  - Literary Analysis
  - Literary Thinking Critically
- The collection must contain at least four (4) work samples, each of which can each be scored for **more than one of the three informational strands**:
  - Informational Comprehension
  - Informational Analysis
  - Informational Thinking Critically
- Every strand must be demonstrated at least two (2) times.
- There must be at least one (1) work sample that can be scored as a short **literary paper**, which does not need to exceed three typewritten pages. This paper should feature a discussion of a novel, short story, poem, narrative essay, play, autobiography or biography.
- There must be at least one (1) work sample that can be scored as a short **informational paper**, which does not need to exceed three typewritten pages. This paper should feature a discussion of a magazine/ newspaper article, a textbook section on historical events or scientific process. The use of material drawn from courses outside of language arts classes is encouraged.
- There must be at least two (2) work samples that are identified as having been produced in an **"on-demand" setting** (see Introduction).
- All work samples must represent understanding of text at a **high school level of rigor**, and should not draw upon material intended for younger readers.

Other required documents:

- The "Student Information Form" must be completed for the collection
  - Student and school identifying information
  - Checklist of sign-off forms
  - Principal sign off
- The "Work Sample Documentation Form" must be completed for the collection.
- A "Work Sample Sign-off Form" must be completed for **each sample of work** in the collection.
  - Student and work sample identifying information
  - Identification of genre (Literary or Informational)
  - Indication of whether or not the sample should be counted as a short literary or a short informational paper
  - Student description of the assigned text
  - Student signature verifying authenticity of work and that it represents what he/she knows and can do
  - Teacher signature supporting authenticity of work and that it represents what student knows and can do

The collection must not include:

- Group response to a work sample
- Work samples that do not reference text for support
- Pages from workbooks
- Analysis of anything other than text (e.g., a picture or work of art; a movie; a dramatic production)
- Work samples with grades displayed on them
- Scoring guides/rubrics from district or classroom assessments
- Teacher comments that are specific instructions aimed at improving the outcome of the work sample
- Work that has not been produced by student
- Copies of the text that is discussed in the work sample

Reading

Work Sample Documentation Form

Student's name: _____

Building: _____

District: _____

Use the grid below to document your work samples in the Literary and Informational strands.

1. The collection must address all of the High School Reading WASL Learning Strands.
2. For each work sample, list the title of the student's work sample and the title of the text.
3. Each work sample must address more than one strand.
4. Each strand must be demonstrated at least two times.
5. There must be at least four literary and four informational work samples.

Title of Sample/Title of Text*	Literary			Informational			On Demand
	LC (Lit Comprehension)	**LA** (Lit Analysis)	**LT** (Lit Thinking Critically)	**IC** (Info Comprehension)	**IA** (Info Analysis)	**IT** (Info Thinking Critically)	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
TOTAL							

*If a work sample addresses more than one target from a strand, additional targets may be written in box.

Reading

Work Sample Documentation Form

Student's name: _____

Building: _____

District: _____

Use the grid below to document your work samples in the Literary and Informational strands.

1. The collection must address all of the High School Reading WASL Learning Strands.
2. For each work sample, list the title of the student's work sample and the title of the text.
3. Each work sample must address more than one strand.
4. Each strand must be demonstrated at least two times.
5. There must be at least four literary and four informational work samples.

Title of Sample/Title of Text*	Literary			Informational			On Demand
	LC (Lit Comprehension)	LA (Lit Analysis)	LT (Lit Thinking Critically)	IC (Info Comprehension)	IA (Info Analysis)	IT (Info Thinking Critically)	
1. An analysis of Hamlet's character		LA05	LT08				x
2. Summaries of selected chapters in "The Scarlet Letter"	LC02	LA07					
3. An evaluation of "A Rose for Emily"	LC04	LA05	LT09				
4. A comparison of two articles on the war in Iraq: "One Soldier's Story" and "A Family in Baghdad"					IA16	IT20	
5. Reading a user's manual for Adobe Photoshop				IC11	IA17		
6. Analyzing injuries in soccer games – Introduction to Sports Medicine				IC12	IA15	IT18	x
7. "What's the deal with the stock market?"				IC13	IA17		
8. "Driving Home" poetry analysis	LC01	LA06	LT10				
9.							
10.							
11.							
12.							
TOTAL	3	4	3	3	4	2	2

*If a work sample addresses more than one target from a strand, additional targets may be written in box.

Reading

WASL Strands and Targets for the COE

Literary

Literary Comprehension (LC)[1]

LC01[2] Demonstrates understanding of theme or message and supporting details

LC02 Summarizes with evidence from the reading

LC03 Makes inferences or predictions based on the reading

LC04 Interpret vocabulary critical to the meaning of the text

Literary Analysis (LA)

LA05 Demonstrates understanding of literary elements (genres; story elements such as plot, character, setting; stylistic devices) and graphic elements/illustrations

LA06 Compare and contrast elements between and within texts

LA07 Make connections (cause and effect) within a text

Literary Thinking Critically (LT)

LT08 Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tone, and use of persuasive devices)

LT09 Evaluate reasoning and ideas/themes related to the text

LT10 Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations

Informational

Informational Comprehension (IC)

IC11 Demonstrates understanding of major ideas and supporting details

IC12 Summarizes with evidence from the reading

IC13 Makes inferences or predictions based on the reading

IC14 Interpret vocabulary critical to the meaning of the text

Informational Analysis (IA)

IA15 Demonstrate understanding of text features (titles, headings, and other information divisions, table of contents, indexes, glossaries, prefaces, appendices, captions) and graphic features

IA16 Compare and contrast information between and within texts

IA17 Make connections (cause and effect) within a text

Informational Thinking Critically (IT)

IT18 Analyze author's purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences

IT19 Evaluate reasoning and ideas/themes related to the text

IT20 Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations

1. WASL strands
2. Target

Reading

Work Sample Sign-Off Form

Student: _____ Building: _____ District: _____

Work Sample #: _____ Work Sample Title: _____

Genre for this sample: ☐ Literary ☐ Informational

This work should count as the required: ☐ Short literary paper ☐ Short informational paper

Student description of the text:

Is the assignment attached? ☐ Yes *(required)*

This is my work. It represents what I know and what I can do.

Signature of Student: _____

Date: _____

To the best of my knowledge, this is the student's work, and it represents what he/she knows and can do.

Name of Teacher: _____

Signature of Teacher: _____

Date: _____

Writing

Guidelines for assembling a sufficient COE

A successfully submitted Writing Collection of Evidence must meet the sufficiency requirements described on this page. The student and his/her teachers should make sure that these requirements are met. Collections that do not meet the sufficiency requirements will be classified as "Insufficient" and will not be scored.

The Collection must include:

At least six and no more than eight separate work samples that together demonstrate an understanding of the writing process and the application of skills in idea/development, organization, style and the use of conventions as described in the high school benchmarks of the EALRs, and as assessed on the high school WASL.

Characteristics of the 6-8 work samples:

- Writing samples are limited to demonstrations of expository or persuasive prose.
- All work samples must include a copy of the writing task or prompt.
- All work samples must include evidence of the student's use of the writing process, either by submission of prewriting and drafts, or by submission of an explanation of the process used (i.e., how and why topic was selected; how student proceeded with the writing: prewriting, revising, editing, and formatting.)
- The collection must contain at least two (2) expository essays that have been written across an extended period of time (i.e., more than one sitting).
- The collection must contain at least two (2) persuasive essays that have been written across an extended period of time (i.e., more than one sitting).
- At least three (3) of the writing samples must be identified as not having included any adult assistance beyond setting the prompt and the parameters for an effective paper.
- When adult assistance is provided, it should be limited to general comments, such as: "You need to check for spelling errors." "You should think about reworking your conclusion to wrap up your writing and to give the reader something to think about."
- The collection must contain at least two (2) writing samples (one expository and one persuasive) that are identified as having been produced in an "on-demand" setting (see Introduction); the on-demand sample cannot include any teacher/adult assistance beyond setting the prompt and the parameters for an effective paper.

Other required documents:

- The "Student Information Form" must be completed for the collection
  - Student and school identifying information
  - Checklist of sign-off forms
  - Principal sign off
- The "Work Sample Documentation Form" must be completed for the collection.
- A "Work Sample Sign-off Form" must be completed for **each sample of work** in the collection.
  - Student and work sample identifying information
  - Identification of which mode of writing for the sample
  - Description of the writing task or prompt
  - Student signature verifying authenticity of work and that it represents what he/she knows and can do
  - Teacher signature supporting authenticity of work and that it represents what student knows and can do

The collection must not include:

- Group project writing assignments
- Narratives, poetry, scripts
- Writing samples with non-connected text (e.g., resumes; directions or recipes; bulleted brochures)
- Work samples with grades displayed on them
- Scoring guides/rubrics from district or classroom assessments
- Teacher comments that provide specific direction aimed at improving the outcome of the work sample
- Work that has not been produced by student
- Final drafts written in pencil; all final drafts must be written in blue or black ink or typed

Writing

Work Sample Documentation Form

Student's name: _____

Building: _____

District: _____

Use the grid below to document your work samples.

1. Enter the title for each work sample.
2. For each work sample, check one of the first four boxes.
3. Check either the "Drafts" or the "Explanation" box for each work sample, to indicate which types of materials you submitted.
4. If you received teacher input, directions, editing, or revision suggestions on any of the work samples, check the Teacher Assistance box. (Of the 6-8 work samples, 3 of them – including the on-demand – must not include any adult assistance beyond setting the prompt and the parameters of a successful paper.)

Titles of sample entries	Expository (extended time)	Expository (on-demand)	Persuasive (extended time)	Persuasive (on-demand)	Show drafts that explain process	Explanation of the process	Teacher Assistance
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
TOTAL							

Writing

Work Sample Documentation Form

Student's name: _____

Building: _____

District: _____

Use the grid below to document your work samples.

1. Enter the title for each work sample.
2. For each work sample, check one of the first four boxes.
3. Check either the "Drafts" or the "Explanation" box for each work sample, to indicate which types of materials you submitted.
4. If you received teacher input, directions, editing, or revision suggestions on any of the work samples, check the Teacher Assistance box. (Of the 6-8 work samples, 3 of them – including the on-demand – must not include any adult assistance beyond setting the prompt and the parameters of a successful paper.)

Titles of sample entries	Expository (extended time)	Expository (on-demand)	Persuasive (extended time)	Persuasive (on-demand)	Show drafts that explain process	Explanation of the process	Teacher Assistance
1. Community skate park			X			X	
2. Star-crossed lovers	X				X		X
3. Letter to day-care parents for holiday schedule	X					X	
4. Persuade the School Board to consider year-round school				X	X		
5. The dangers of smoking			X		X		X
6. Analysis of the battle of the Monitor and Merrimack during the Civil War		X			X		
7.							
8.							
TOTAL	**2**	**1**	**2**	**1**	**4**	**2**	**2**

WASL Expository and Persuasive Checklists for the COE

Expository writing

My essay or letter will explain successfully if I select specific, relevant content and organize my writing well. That means I should:

- ❑ follow the directions given in the writing prompt;
- ❑ narrow my topic;
- ❑ stay focused on the main ideas;
- ❑ elaborate by using reasons, well-chosen and specific details, examples, and/or anecdotes to support my ideas;
- ❑ include information that is interesting, thoughtful, and necessary for my audience to know;
- ❑ organize my writing with an introduction, supporting paragraphs with main points and elaboration, and an effective conclusion;
- ❑ organize my writing in effective paragraphs; and
- ❑ use transitions to connect my ideas.

My essay or letter will explain successfully if I demonstrate an effective style. That means I should:

- ❑ show that I care about my topic by writing in a voice appropriate for my audience and purpose,
- ❑ use language that is appropriate for my audience and purpose,
- ❑ use specific words and phrases that help the reader understand my ideas, and
- ❑ use sentences of varied length and structure.

My essay or letter will explain successfully if I follow conventions in writing. That means I should:

- ❑ follow the rules of Standard English usage,
- ❑ spell words correctly,
- ❑ use correct capitalization,
- ❑ use correct punctuation,
- ❑ write complete sentences, and
- ❑ indicate where new paragraphs begin.

Persuasive writing

My essay or letter will be persuasive if I select specific, relevant content and organize my writing well. That means I should:

- ❑ follow the directions given in the writing prompt;
- ❑ have a clear position and stay focused on that position;
- ❑ have more than one argument to support my position;
- ❑ elaborate by using reasons, well-chosen and specific details, examples, anecdotes, facts, and/or statistics as evidence to support my arguments;
- ❑ organize my writing to make the best case for my position;
- ❑ anticipate and refute the opposing position;
- ❑ begin my writing with an opening, include a statement of position, and end my writing with an effective persuasive conclusion, such as a call for action; and
- ❑ use transitions to connect my position, arguments, and evidence.

My essay or letter will be persuasive if I demonstrate an effective style. That means I should:

- ❑ show that I am committed to my position by writing in a voice appropriate for audience and purpose;
- ❑ use words, phrases, and persuasive techniques that urge or compel the reader to support my position; and

My essay or letter will be persuasive if I follow conventions in writing. That means I should:

- ❑ follow the rules of Standard English usage,
- ❑ spell words correctly,
- ❑ use correct capitalization,
- ❑ use correct punctuation,
- ❑ write complete sentences, and
- ❑ indicate where new paragraphs begin.

Writing

Work Sample Sign-Off Form

Student: _____ Building: _____ District: _____

Work Sample #: _____ Work Sample Title: _____

Mode for this sample: ☐ Expository ☐ Persuasive

Are **all prewriting and all drafts** (revisions and/or edits) attached? ☐ Yes ☐ No

*If not, attach an **explanation** of the process that was used (how and why the topic was selected; how you proceeded with the writing: prewriting, revising, editing and formatting).*

Is the prompt attached? ☐ Yes *(required)*

Was teacher assistance provided? ☐ Yes ☐ No

This is my work. It represents what I know and what I can do.

Signature of Student: _____

Date: _____

To the best of my knowledge, this is the student's work, and it represents what he/she knows and can do.

Name of Teacher: _____

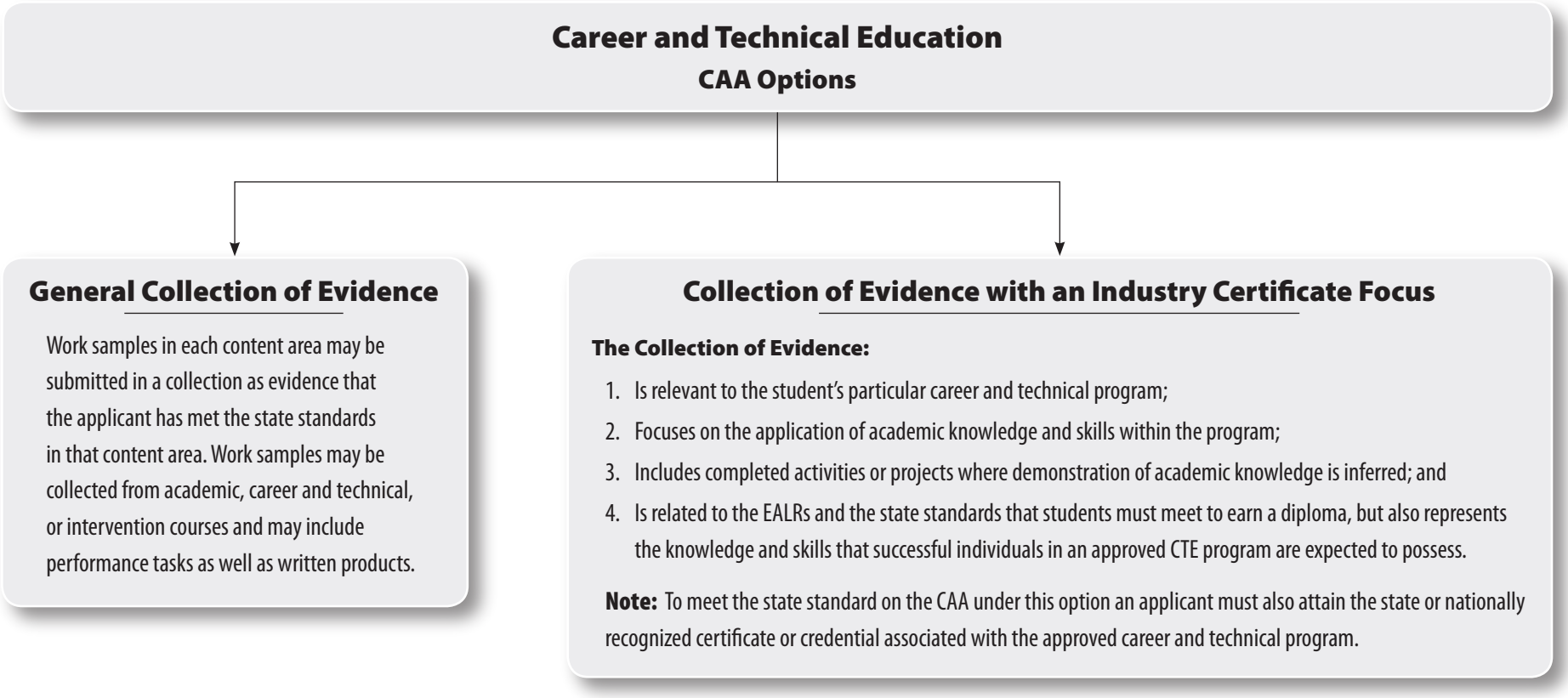
Signature of Teacher: _____

Date: _____

Career and Technical Education

Summary of CTE components of SB 6475

In Senate Bill 6475, legislators addressed specific components of the Collection of Evidence for Career and Technical Education (CTE) students. They stated the importance of applying academic knowledge and skills, which includes activities and projects where demonstration of skills is inferred. The legislation states that CTE students may develop work samples for the COE that are not only related to the Essential Academic Learning Requirements necessary for earning a Certificate of Academic Achievement, but also represent the knowledge and skills that successful individuals in the CTE field possess. CTE students who plan to develop collections that feature work samples from industry programs must also attain the state or nationally-recognized certificate or credential associated with the approved career and technical program. The legislature recognized the need to work collaboratively with community and technical colleges, employers, the Workforce Training and Education Board, and other state and national experts to develop work samples that meet the requirements of the state standards and the CTE coursework.



Career and Technical Education

Examples of CTE programs that lead to industry certificates

In Fall 2006, OSPI will publish a list of approved industry certificates and credentials that can be used in conjunction with a student's COE work samples as well as meet the graduation requirement as part of the CAA Options. This example list shows only a small sample of the much larger list of approved programs. Each of these examples demonstrate the connection between the specific courses necessary to earn an industry certificate with the sequence of courses necessary to fulfill the requirements. In addition to the programs and certificates, an example list of CTE-focused work samples is provided as well.

Examples of Industry Certificate Programs with the Collection of Evidence

Title of Course	Sequence of courses required	Industry Certificate	Suggested work samples	Specific content area
Health Sciences Career				
Dental assisting	Nutrition and Wellness/ Dental Assisting	Washington State Dental Association Certificate	Informational text analysis of the process of teeth cleaning	Reading
Child care	Parenting/Human Development/Early Childhood Education and Services	State Training and Registration System (STAR) (Early Child Care)	Writing an expository letter to daycare parents informing them of a holiday schedule	Writing
Therapeutic career	Family Health/Nutrition and Wellness/ Health Sciences Careers/Therapeutic Career Strand	Sports Medicine Specialty Program	Charting and graphing a patient's recovery plan from an injury	Mathematics

Title of Course	Sequence of courses required	Industry Certificate	Suggested work samples	Specific content area
Business and Marketing				
Advertising/Economics/ Intro to Business/ Entrepreneurship/ Intro to Marketing/Marketing Management/ Selling Skills	Business or marketing sequence developed by district	ASK Certificate through MarkEd	Developing a business plan that includes a persuasive description of services to potential clients	Writing
Office user specialist	Office User Specialist 1 and 2	IC3 ICDL, MOS-Core. MOS-Expert	Analyzing a book of office procedures in order to follow the office management system	Reading
Digital design	Digital Design 1 and 2	MCPP	Reviewing a variety of websites and using a problem-solving strategy to rank, order, and analyze them	Mathematics
Technology and Industry				
Webpage/digital/multi media and information design	Exploratory and preparatory sequence developed by the district	CIW Foundations	Writing the text for a website designed to inform users	Writing
CAD/CADD Drafting and/or Design Technology	Exploratory and preparatory sequence developed by the district	American Design Drafting Association (ADDA)	Creating a scale drawing that solves a problem regarding engineering concerns	Mathematics
Computer Installation and Repair Technology/Technician	Exploratory and preparatory sequence developed by the district	A+	Reading and demonstrating comprehension of a process-oriented text	Reading
Automotive Mechanics Technician	Exploratory and preparatory sequence developed by the district	A-YES-ASE	Analyzing an automotive problem and running a series of possible solutions	Mathematics

Professional Development

Professional development opportunities will be available for both administrative issues as well as content COE training. The workshops will begin in October and will continue until late winter immediately prior to the submission of the first COEs.

September 2006 (Regional Training of Trainers)

"Overview of the Collection of Evidence: Administration and content support"

Training will take place for the nine ESDs and other content specialists teams. OSPI will train regional experts on the COE content-specific materials and the process for submitting the notebooks that will be submitted in late March. A "training of trainers" script, PowerPoint presentations and a master set of handouts for future trainings will be provided. Educators will be invited to join the OSPI staff for the October trainings for CAA Options in all nine regions of the state.

October 2006 (OSPI Regional Workshops for the CAA Options and WAAS)

"The Collection of Evidence: What is it and who can do it?"

OSPI staff and regional ESD experts will deliver trainings to administrators and teachers in Wenatchee, Yakima, Pasco, Spokane, Mount Vernon, Vancouver, Seattle, and Bremerton. The COE will be presented in-depth, and all content groups will break out into specific sessions with OSPI content staff leading them through a content-specific COE.

November 2006 (OSPI Annual Regional Assessment Workshops for Assessment Directors)

"The Collection of Evidence: What is my role as a district assessment coordinator?"

OSPI staff and regional ESD experts will deliver training to district and building administrators on the school collection procedures, training for teachers, information for parents, COE registration process, notebook submission process, and scoring and reporting dates. District assessment coordinators will receive copies of the "Handbook for Educators on the CAA Options."

December 2006 (WERA Conference)

"The Collection of Evidence: In-depth understanding of the content guidelines"

During the December WERA conference, OSPI staff will provide specific information on the role of the teacher in the development of the COE. Teachers will review state standards, exemplar work samples, draft scoring criteria, and sample collections in preparation for putting COEs together for the spring scoring window.

January 2007 (January Conference)

"The Collection of Evidence: Exemplar work samples and how to score the COE"

In this pre-conference session, OSPI content staff will train teachers on the scoring criteria for the COE and how to use it to help shape and evaluate their classroom assignments. Teachers will take previously used classroom assignments and re-write them using the scoring guides for assistance.

February 2007 (OSPI-sponsored COE workshops for teachers)

"The Collection of Evidence: Preparing my students"

In two-day workshops, one in the east and one in the west part of the state, OSPI expects attendance from at least one teacher from each high school who plans to submit a collection at the end of March. The first day of the workshop will focus on the importance of submitting a sufficient collection using content guidelines and administrative protocols. The second day of the workshop will be spent entirely in content-specific groups understanding sample performance tasks, using the scoring criteria to evaluate actual student work samples, and using a set of student work samples to create a "mock" collection of evidence that they will score.

Contact Information

If you have questions concerning the CAA Options please contact the OSPI staff below. They are happy to offer assistance.

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CAA Options Web site: http://www.k12.wa.us/assessment/CAAassess.aspx